DOCUMENT RESUME

ED 413 580 CS 012 969

AUTHOR Ediger, Marlow
TITLE Organizing for Reading Instruction.
PUB DATE 1997-00-00
NOTE 20p.
PUB TYPE Guides - Non-Classroom (055)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Class Organization; *Classroom Environment; Classroom Techniques; Electronic Mail; Elementary Education; *Grouping (Instructional Purposes); Instructional Effectiveness; *Reading Instruction; Reading Teachers; Student Development; *Teacher Role; World Wide Web
IDENTIFIERS Reading Management

ABSTRACT

The classroom should be organized for optimal pupil achievement. Learners should be free to view and read diverse forms and kinds of printed work in a relaxed atmosphere. An area in the classroom should be designated for large group instruction where pupils may work together as a unit. Another area in the classroom should be used to stress committee and small group endeavors. In the area for independent work, there should be a table and chairs at a place suitable for students to read library books. Students, teachers, and community members can communicate with one another through e-mail, web pages, and discussion forums. Learning stations should be supplied with concrete (objects and items), semi-concrete (illustrations, audiovisual aids, and slides/snapshots), as well as print materials of instruction. Each station should be explained by the teacher so that students are clear what to do at anyone of these stations. Tasks should be at different levels of complexity so that fast, average, and slow readers may benefit from choices made at the learning stations. Students can be grouped by ability, interest, peer tutoring, project, or skills. A list of things that can be done during spare time includes rereading a book, watching a video on a famous author, or preparing and giving oral reports on a favorite library book. A well prepared reading teacher will develop a unit in teaching reading, including a statement of philosophy of reading instruction, a statement of clear objectives for what students are to learn, and a statement of evaluation techniques used. (Contains seven references.) (CR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Marlow Ediger

ORGANIZING FOR READING INSTRUCTION

1997

ED 413 580

The reading teacher needs to be a capable person in organizing the classroom for optimal pupil achievement. The classroom should be rich with print materials. Learner should feel free to view and read diverse forms and kinds of printed works. Learners may learn independently as well as in a more structured environment. Small group as well as large group instruction must be in the offing to provide for different learning styles. The opportunities to learn to read in a print rich environment are many. Each pupil is a valuable candidate in becoming a reader who enjoys and wants to increase proficiency in reading. When working with others in the classroom, pupils like interpersonal relations. Social development of each pupil is of utmost importance in the reading curriculum.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

John Dewey (1859-1952) strongly emphasized democratic living be it in school or in society. Democracy as a way of life, stressed input from all in the making of decisions by which all would be influenced. Decisions made then should affect involved persons. Decision-makers will be affected by decisions made. This happens in the societal arena and needs to occur also in the school curriculum. Thus, students need to be actively involved in developing standards of conduct by which they will be governed. Student-teacher planning of conduct is a must in a democracy, according to Dewey. Ample input into school government needs to come from those who will experience the consequences of the rules and regulations. Students are citizens presently in the school/societal arena. Education then is not a preparation for the future. Rather, students are presently citizens in identifying and solving problems. The present school should not be separated from the future. Nor should school and society be separate entities. What is vital in society in problem solving is also salient in in the identification and solving of relevant problem areas in school...(Ediger, 1995).

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
M. Ediger
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

Writing is not taught as an isolated curriculum area, but is related to reading. What has been read provides content for writing in using a variety of purposes. The opposite is true also in that what has been

CS012969

BEST COPY AVAILABLE

written may be read. Authenticity is involved in reading and writing in that both are stressed in context, not in isolation from a lifelike situation. A philosophy of constructivism is then being emphasized.
The reading teacher needs to be a good organizer of the room environment so that pupils can make optimal use of space in learning to read. Reading materials are there for use and can be obtained readily. Pupils with teacher guidance should be actively involved in making and using reading materials. Intrinsic motivation for learning to read is important in that pupils individually should be accountable for becoming good readers.

Using Space in an Optimal Manner

There should be an area in the classroom designated for large group instruction. Here, pupils may work together as a unit such as when reading from a Big Book in holistic reading. All in the total group should be able to see the illustrations and see the abstract words clearly when the Big Book is used in teaching reading. Discussions of the illustrations, prior to reading, provide background information to pupils. Learners should predict what will be read. The predictions may then be checked as the teacher orally reads a selection first from the Big Book. Pupils may then read it together with the teacher. Rereading is also good to emphasize with the Big Book in that pupils gain security with the encountered words and comprehend the contents more adequately. In their research study, Dennis and Walter (1996) report good results from pupils when rereading is being emphasized in the curriculum.
Sometimes, the pupils may engage in echoic reading whereby a predictable refrain may be read together, in response to what the teacher has read orally.

Ideas for an experience chart may be presented by pupils to the teacher who in turn prints in neat manuscript letters the content presented. Pupils may then read the contents orally as the teacher points to the words and phrases read by primary grade pupils. The experience charts should be saved and bound so that learners may reread the contents as desired. The following materials should be located at the

large group area: chart paper, magnetic board, adequate chalk boards, sentence strips, different kinds of tape such as correction and/or masking tape, diverse colors of markers, among other items.

A second area in the classroom needs to stress committee and small group endeavors. Here, a committee may work collaboratively in discussing a library book read. If there are multiple copies of the library book, each participant will have a paperback to read. A seminar approach may follow with depth discussion of the involved library book.

In most cases, there will be a single copy of a library book. Two or three pupils together may change off reading the book orally. Once it has been read completely, participants may discuss and plan an art project that relates directly to the library book such as developing a mural pertaining to its contents. Adequate space need to be available to display written work of pupils in order to have a print rich environment. To stress a print rich environment, the teacher needs to provide a variety of materials for writing and reading, purposeful to pupils, in the classroom setting. Labels should be placed on familiar objects in the classroom so that pupils may develop a rich set of basic sight words for reading and writing. Thus, the printed word "chair" may be attached to the concrete chair. The room should be so arranged so that the pupil can take care of his/her materials of instruction independently. Pupils' work should be displayed freely in the classroom so all can see and read these products.The reading and writing curriculum need to cut across all curriculum areas. A print rich environment should then be in the offing (Burns, Roe, and Ross, 1996).

In the area for independent work, there should be a table and chairs at a suitable place for pupils to read library books. The school furniture here should be comfortable for learners in reading library books quietly to themselves. Another table with chairs should emphasize writing activities for pupils. There are pencils and paper for pupils to engage in writing. Pupils may write journal entries pertaining to the quality of a library book read. Or, the summary of a book may be written for a report. Each pupil should have a container such as a paper box to hold written products. The pupil's name should appear on the box. A

word processor needs to be available to pupils so that their written work can be shown on the monitor and a print-out of the content obtained. Learners at an early age need to see the uses of modern technology and its values in the reading curriculum.

Students, teachers, and community members each need access to private communications, general information, and public discussions. These are commonly accomplished with three methods: E-mail, web pages, and discussion forums...

Electronic mail is the most common type of communication. It serves for direct and private contact and extends office hours to any time the participant decides. But whereas phone calls after school may not be allowed or encouraged, E-mail is non-intrusive. Students, teachers, and parents may choose when to read or respond to any message. Examples of E-mail in a school setting include teachers sending out a message to all students via E-mail to emphasize some point made in class, on the home page, or in a discussion forum.

E-mail can connect teachers and students more intimately than ever before and is fully two way. A student can contact the teacher for further clarification of some class policy or some point left unclear in lectures and discussions. A teacher can contact students directly and confidentially about personal matters such as an unusual number of absences, or learning problems such as a query about an assignment...

Websites are online collections of information and can be developed for little or no cost. With servers—the software and and hardware that allows access to web pages—can be developed by using current hardware and free web server software. This allows schools to enter the web publishing "business" with minimal monetary investment that can be expanded as demand grows (Gamas and Nordquist, 1997).

Library books need to housed in the independent reading area. These books need to be arranged so that they can be checked out with ease for pupils to read. Thus, they can be arranged by genre such as animal stories in one basket, farm life in another basket, and zoos and circus books in another. Each basket is clearly labeled and pupils

should realize how easy it is to locate a book to read. Encyclopedias, dictionaries, reference books, books on poetry, thesaurus of synonyms and antonyms, supplementary readers as well as basal readers, word charts, and cassettes, among others, should be readily available to learners. It is good to have a mail box for each pupil so that learners may exchange messages with each other. CD ROMS contain much information for pupil use in browsing and problem solving. All pupils should experience CD ROMS, e-mail, and internet. Rich experiences with technology enhances the reading curriculum.

Learning Stations in Reading

Pupils need to experience choosing tasks at different learning stations while the teacher is working with a small group in the classroom. Each station needs to be rich with concrete (objects and items), semi-concrete (illustrations, audiovisual aids, and slides/snapshots), as well as print materials of instruction. The reading teacher needs to explain each station so that pupils are clear as to what to do at anyone of these stations. Here, learners need to feel responsible for their efforts and behavior since the reading teacher will be busy with a small group of pupils needing assistance in reading more proficiently. Tasks chosen at the learning stations should possess perceived purpose by pupils. Tasks should be at different levels of complexity so that fast, average, and slow readers may benefit from choices made at the learning stations. They are not to emphasize busy work, but rather fulfill a purpose and that being to develop better readers. Concrete and semi-concrete materials are located at the different learning stations to assist pupils to understand background information and be able to read print materials more effectively. There needs to be quality sequence between the background information and what will be read.

Pupils should have ample opportunities to choose which station to work at. No doubt, the teacher may also assign pupils at selected interval to a station. At a station, a pupil may choose to read a library book based on a specific genre. After completion of reading the library book, the pupil may choose how to reveal comprehension such as

pantomiming what has been comprehended. At a different learning station, a pupil may choose to play a phonics game with other pupils. At a third station, a pupil may desire to cooperatively read a library book with another pupil and indicate comprehension through making a diorama.

Periodically, pupils and the reading teacher need to evaluate the quality of the classroom as to its encouraging the use and development of print materials. The following statements may be used in the assessment process with rating each item on a five point scale:

1. Is the room inviting for the reading of library books?
2. Do areas for large group, committe work, and individual endeavors serve their purposes well for reading?
3. Is it easy to locate books that you wish to read?
4. Is it easy to return books that have been read?
5. Are the written works of pupils displayed often for others to read?
6. Are there an ample number of books from different genres for pupils to read?
7. Are there ample library books available to read for different levels of reading abilities?
8. Do you feel that doing much reading is encouraged in the classroom?
9. Is the level of the noise in the classroom kept at a level whereby one can concentrate well on the task at hand?
10. Is ample time given for reading and writing in the classroom?

The Need for Inservice Education

Reading teachers need to spend an adequate amount of time in inservice education in guiding pupils to read well. Unless teacher motivation is high and recommended trends are stressed in the reading curriculum, pupils may not achieve as well as they should.

Inservice education for teachers should be theme orientated. Hopefully from the inservice education program, pupils will learn to read more proficiently through improved quality of teaching by teachers. If

whole language approaches are to be used in reading instruction, teachers need to experience objectives which will strengthen teacher knowledge and skills in this area. Learning opportunities need to be available to have teachers achieve the stated ends of whole language instruction. There should be activities whereby teachers see demonstration teaching in whole language instruction. Adequate time for questions needs to be given. Teachers also need to practice with peers whole language instruction using small numbers of pupils. The lesson may be revised after being critiqued with peer teacher involvement. The revised lesson should then be taught. Integrating writing with reading should be be strongly stressed. The philosophy and psychology of whole language instruction needs to be understood and implemented by teachers in the inservice program as well as in the regular classroom.

After teaching whole language procedures in the regular classroom, the involved teacher needs to state in the inservice session how the new procedure worked out. The teacher may also state what needs to be done to improve what was taught. A community of learners are there to evaluate and discuss whole language instruction as compared to other plans of reading. In an atmosphere of respect, teachers are participating in appraising whole language philosophy of instruction as well as assessing this plan of instruction when used in the regular classroom.

Videotaping of demonstration teaching in whole language as well as when teachers teach, using this procedure of teaching, in inservice education should be in the offing. There are numerous opportunities for participants in inservice education to diagnose and remedy needed reading instruction pertaining to observations made.

For quality inservice education, the following additional criteria should be stressed:

1. Classroom teachers should videotape their teaching performance and have trusted peers provide suggestions on improving performance.

2. Adequate printed resources should be available to read on the study of whole language instruction.

3. Technology can provide many resources for teacher use in using innovative procedures in teaching. These include World Wide WEb, internet, CD ROMS, computer packages, among others.

4. Resource personnel should be available for consultation involving inservice education.

5. Comfortable furniture needs to be in the offing for inservice education programs.

The important item in inservice education is to have teachers obtain knowledge, skills, and resources to do a good job of teaching in the regular classroom.

Managing the Classroom in Reading Instruction

Pupils need assistance from the reading teacher in things that can be done during spare time. The teacher needs to refer to this list periodically when pupils are idle and not properly involved in learning to read better. These tasks may include choosing a library book to read from the reading corner. The books should be on a variety of genres and on different reading levels to provide for individual differences. A second listed task could have pupils reading from their journal entrees. With periodic review of these entrees, pupils engage in reading and rehearse previously acquired content and skills. Pupils enjoy rereading subject matter whether in Big Book form, library books, and/or journal entrees. Third, pupils in their spare time may write entrees in the journal pertaining to what has just been read. Clearly and precisely, pupils need to write and read these entrees. Fourth, pupils need to be reminded of the diverse genre of books that may be read such as ABC books, fairy tales, and poetry as examples. Reminding pupils of what is available for reading encourages further engagement in learning to read more proficiently.

Fifth, pupils may select a Big Book to read. These books may have been read before and now are being reviewed. Or the Big Book may be entirely new to the learner. Even if a Big Book will be read later by the entire class, the pupil who chose this book for individualized reading

may be better prepared for classroom reading when the time comes for the entire class to read this Big Book.

Sixth, a pupil may choose a wordless Big Book to look through and provide possible related sentences. These sentences may be recorded by one who possesses a writing vocabulary. The recorder and the involved pupil may read through the composed sentences.

Seventh, a pupil may select to read a library book whereby the recorded voice is contained in a cassette directly related to the printed words. As the cassette plays the sequential words, the pupil may follow along in his/her own chosen book. The pupil is gaining an increasing number of sight words for reading in this activity, as well as increasing skills in reading.

Eighth, experience charts developed previously may have been bound and pupils may check these out for rereading. Usually, learners are quite independent in rereading these experience charts. They were actively involved in providing the content for the experience chart. This provides background information, not only for the initial reading of the chart but also for the rereading process.

Ninth, pupils may volunteer to watch a video on a famous author. The Life and Times of Maurice Sendak, author of Where the Wild Things Are fascinates many pupils. Learners have said they understand the content of a story better if more is known about the author. Questions are raised and discussed about the author. Sometimes a letter is written to the author. Usually, a response is received.

Tenth, pupils prepare and give oral reports on a favorite library book read. With each oral report given, pupils are held to higher standards. Pupils need to learn early in life how to organize their time so that optimal progress is made. I have observed many student teachers whom I supervised in the public schools and one problem that is faced pertains to how pupils in the classroom use their time. Too frequently, pupils walk in the classroom aimlessly by sharpening their pencils, getting a drink of water, and going to the bathroom. These tasks might need to be done when purpose is involved; however many pupils waste too much time in doing so

Selected pupils walk in the room for the sake of doing so or they continue to get drinks of water endlessly. This wastes much time that should be used in learning to read and write effectively. Whispering to pupils and bothering others takes its toll of time. One of my colleagues on the university campus mentioned how he had helped a freshman organize his time. The student was failing in class work and had no concept on how to use his time wisely. So, my colleague assisted the freshman to organize his time so that adequate time could be spent on each course taken. The student promised to live by the worked out schedule. His grades improved and at the end of the school year was doing C+ work. He continued to see my colleague at selected intervals of the school year and the next school year also. The sophomore student realized he could be successful in university course work. At the end of the sophomore year of school, his gpa went up to the B average. My colleague and I discussed how important it is to have good study habits at an early age. This might take care, in part, of the many failures that are experienced in pubic school and university course work.

Time spent with young children in the public schools to stay on task is well spent. It is not easy for teachers to keep healthy young energetic children on task. However, this is an important goal of the teacher.

I visit Old Order Amish schools regularly near Bloomfield, Iowa. In these six one room school houses, pupils seemingly are always on task. The Old Order Amish teacher can write assignments on the chalkboard for five to six minutes with the back turned to children in the classroom. All the pupils continue to work on their assignments. With time on task, Old Order Amish children's test scores compare very favorably with those of other pupils. These children are taught by a teacher of their own faith who like all Amish individuals completed eighth grade education only. Parents of Old Order Amish faith are very strong backers of their children behaving well in school (Ediger, 1997).

Here are selected suggestions for young primary grade pupils to use their time well in the reading curriculum: For reading the teacher should use whole class activities. The Big Book approach is very useful in that all can see the illustrations and print clearly. The teacher

provides readiness experiences by discussing the related illustrations with pupils. The teacher then orally reads the content to pupils as the latter follow along with the printed words in the Big Book. Pupils together with the teacher then read contents orally from the Big Book. By this time pupils should have developed an addition to their sight vocabulary from the reading of the Big Book. Shared and interactive reading are important for pupils. An experience chart may be developed from the content read. An art project may accompany the written work. The illustration(s) developed should accompany the written work which is directly related to the content read from the Big Book.

The teacher needs to have pupils become very familiar with the different spaces in the classroom such as the areas for large group, committee work, and individual endeavors.

Pupils should realize objectives of teaching reading that encourage writing and reading being integrated, not separate subject areas. Both reading and writing need much emphasis in the language arts as well as in social studies, science, and mathematics. Thus, pupils need to be able to read in order that writing can occur and what is written can be read. The classroom needs to be filled with written work of pupils. Learners need to see their products in print and displayed. The displays in the classroom provide opportunities for all pupils in the classroom to read the works of others and share ideas in an atmosphere of respect.

Pupils should be given directions on how to check out library books and how to return them after the completion of their reading. the classroom will have an appearance of being busy and orderly at the same time.

The teacher must read orally to pupils each day. This should assist pupils in learning to enjoy literature. The books read by the teacher should fascinate pupils and encourage reading the same library book or other children's books. Pupils need to become as independent as possible in word recognition and study habits. They do need help in developing time on task habits and self monitoring of reading comprehension.

Lesson and Unit Plans

The reading teacher needs to be well prepared for each day of teaching. Unprepared teachers fail to have a sequence that permits continuous progress for pupils. Pupils know if teachers are ill prepared for teaching in that a lack of preparation is in evidence.

The teacher should start with developing a well constructed unit in teaching reading. the following parts should be inherent in the unit plan.

1. a statement of philosophy of reading instruction. The teacher here needs to state why a plan of teaching reading is being used. this helps a reading teacher to focus upon basic beliefs that are represented within a philosophy of teaching reading. If whole language is being emphasized, the teacher needs to review and rehearse these involved tenets. A teacher is served in teaching reading by having inherent beliefs and ideas pertaining to the teaching of reading.

2. A clear statement of objectives in terms of what pupils are to learn for an entire unit, be it two, three, or four weeks in length. Three categories of objectives should be in evidence. Thus understandings objectives should indicate which knowledge goals need to be stressed. What do pupils need to know to do a better job of reading? For example, are there basic sight words that will be taught? If so which ones? Or will these sight words be learned in a pure whole language approach? If so, then the sight words may be learned in cooperative oral reading approaches with pupil and teacher involvement. If these sight words are learned along with whole language procedures in reading, will they be taught in isolation, in some manner?

In addition to understandings objectives, skills goals also need emphasizing. By putting the understandings to use, skills are being stressed in the reading curriculum. Skills such as critical and creative reading and reading to solve problems are important to implement. Additional skills are for pupils to use context clues appropriately and be able to apply relevant phonics skills in reading. The third category of objective to implement in the teaching of reading is to emphasize quality attitudes. What will the teacher do to stress pupil enjoyment of reading so that increased time will be given by learners in learning to read

better? What will the reading teacher do to have pupils experience success in reading so that positive attitudes will prevail? If pupils experience failure, they will not become good readers. If they fail to perceive purpose in becoming good readers, they no doubt will shun reading activities. Attitudinal objectives need to be clearly stated so that the reading teacher knows what to aim toward when teaching and learning activities are in evidence.

A third part of the unit plan in reading instruction is to emphasize quality evaluation techniques to determine what pupils have learned. The teacher here needs to refer continuously to the statement of objectives when appraising pupil progress. There are numerous procedures to use in appraising pupil progress. Teacher observation is an excellent way. The teacher must have quality standards in mind, as contained in the objectives, when using teacher observation to appraise pupil achievement in reading. Checklists may be used to evaluate pupil achievement. On the checklist are reading behaviors listed after which the teacher will place a check mark if a learner has achieved that goal. A rating scale is a similar evaluation device. The major difference between the checklist and the rating scale is that in the latter each reading behavior is rated on a five point scale or very good, good, average, below average, and poor.

The teacher may then diagnose which problems are faced by the individual pupil and how to remedy the problematic situation. The results may also be used to improve reading instruction for individual pupils. So often, the teacher does not know what is on a standardized, norm referenced test or even the criterion referenced test taken by pupils. the teacher is at a loss to ascertain what needs to be stressed in terms of diagnosis and remediation. Standardized tests have been used much in the past to assess pupil achievement. Some schools still use them to appraise pupil achievement in treading and the language arts, as well as other curriculum areas. There are no objectives for teachers to use in teaching reading when standardized tests are used to evaluate learner progress. These kinds of tests are used to spread pupils out from high to low, such as from the 99th to the first percentile. Standardized

test are constructed in ways that do spread pupils out on this long continuum. Thus, a pupil may reveal results that indicate being on the 65th percentile in reading, meaning that for every 100 pupils having taken this test, 65 are below and 35 above the percentile rank of the pupil. Percentile ranks are relatively easy for parents to understand. However, on a standardized test, they are not based on pupils achieving the objectives stressed by the teacher.

Criterion referenced tests are also used by the teacher to appraise learner progress. These tests evaluate what pupils have learned in achieving the predetermined measurably stated objectives. The reading teacher then selects learning opportunities that assist pupils to achieve the measurably stated objectives, also called behaviorally stated objectives. The reading teacher generally has much guidance in determining what pupils are to learn with the measurably stated objective being written very precisely and being available prior to instruction.

More recently, portfolios are being advocated for use in ascertaining pupil achievement. Here, the pupil with teacher guidance chooses which products to place into the portfolio. The following items as examples may go into a portfolio to indicate pupil achievement:

1. written poems, stories, plays, and journal writing entries of the pupil. These papers represent a sample of what a pupil can do in written products.

2. cassette recordings of oral reading, reader's theater, story telling, and involved dramatic activities.

3. videotapes of being involved in committee work and individual endeavors

4. teacher comments of the pupil's achievements in reading and the language arts in general.

5. art products as they relate to the area of reading instruction.

The Daily Lesson Plan

From the unit plan, discussed above, the reading teacher may select what is useful in daily lesson planning. The objectives section needs to have understandings, skills, and attitudinal objectives that are

relevant for pupils to achieve. These objectives are based on pupil needs and interests. Individual differences are provided for among the fast, average, and slow learners. Learning opportunities are chosen by the reading teacher based on developing and maintaining pupil purpose and motivation to achieve objectives. Evaluation procedures are selected to determine if a pupil has attained the stated objectives.

Careful planning is very necessary when the reading teacher is thinking and implementing a quality program and plan of organization in helping pupils learn to read.

Grouping Pupils for Reading Instruction

There are many ways to group pupils for the teaching of reading. The plan selected by the reading teacher needs to be flexible so that pupils are in groups that are functional and assist pupils in becoming good readers. One of the older plans of teaching reading is to use ability groups. Here, the teacher has pupils grouped so that they are as uniform as possible within the committee. Pupils may then challenge each other in a wholesome way to achieve as optimally as possible. In a reading lesson being discussed, the teacher has a somewhat uniform achievement group to work with. Extremes in terms of high and low achievers are then not present, but the teacher still needs to make provisions so that all understand and achieve well. This plan of grouping, namely using ability grouping, does not rule out that some achieve more rapidly and better that others.

With ability grouping, there may be a group made up of the highest achievers only, the average achievers only, or the slow learners only. The reading teacher needs to have a definite purpose in using ability grouping to assist pupils to achieve as much as possible. Having a group as homogeneous as possible is the goals in ability grouping for reading instruction.

Second, the reading teacher may use interest grouping in the teaching of reading. Here, pupils are reading a library book or a reading selection that captures the interests of the pupils who have volunteered to be in the interest group. Pupils may then cooperatively

read and discuss what has been read. Projects might be developed by pupils within the interest group.

Third, pupils may work together who are friends. These pupils have definite goals to achieve in reading. If a seminar method is used, pupils need to have read the same selection so that depth discussion may come about.

Fourth, peer tutoring may be used as a means of grouping pupils for instruction. With peer tutoring, two to three pupils may assist each other in a small group. The peer group may work on comprehension abilities or on selected problems in word recognition. As is true in all plans of grouping pupils for instruction, time on task is of the utmost importance.

Fifth, skills groups are commonly formed by teachers of reading. Pupils in a skills group lack certain elements that hinder becoming a better reader. Thus, with diagnosis, the reading teacher may place a few pupils in a skills group that need assistance in using syllabication skills. Or, a set of pupils has difficulties in using specific consonant letters to identify unknown words.

Sixth, projects groups may be formed. Thus, pupils in a set are working on a mural to show comprehension. Or a set of pupils working on a series of dioramas may work together to show what was learned from a reading selection. Art work and reading correlate well.

Seventh, heterogeneous grouping may be used to provide for individual differences. With heterogeneous grouping, pupils come from mixed achievement levels, from the top to the lowest level. Pupils of diverse ability levels do need to learn to work together well and respect each other. When using the Big Book method of reading instruction, pupils of all ability levels may join in with oral reading of the selection after the reading teacher has provided readiness to read the new selection.

When starting a cooperative learning group in reading, the teacher needs to

* carefully consider the goals of the task.
* write out all instructions.

* assign no more that four to five students to a group.

* select at least one resource person for each group.

* place children who are academically advanced, developmentally delayed, or socially or linguistically problematic in groups where at least one other child can support their special needs.

* post group assignments.

* select specific roles for every student within each group.

* provide space for each group to work in comfortably.

* provide a central area for supplies.

* set reasonable time limits for completing a task.

* schedule sharing time to provide feedback on group process and the work completed (Templeton, 1995).

Conclusion

To emphasize a quality program of reading instruction, the teacher needs to

1. make teaching and learning procedures as interesting as possible for learners. With pupil interest, increased proficiency in reading should be an end result.

2. establish purpose for pupils to participate in ongoing lessons and units of study. Reasons are then in evidence to learners as to why it is important to learn and to achieve.

3. provide for individual differences among pupils in reading instruction. Pupils differ from each other in many ways including achievement in reading. Should the teacher not respect these differences by having pupils read materials at and of different levels of complexity? Each pupil needs to be respected and assisted to achieve as well as possible in reading.

4. give continuous opportunities for pupils to experience success in learning. This is positive to do so. Successful learners in reading achieve more optimally than those facing failure excessively.

5. assist pupils to attach meaning to what is being learned. If pupils understand that which is being learned, they will retain content and skills longer. Achievement in reading is sequential and needs

careful planning by the reading teacher. Pupils also need to be involved in determining sequence such as individualized reading whereby the learner chooses sequential library books to read.

6. show enthusiasm for teaching. Teacher enthusiasm for teaching reading does reflect within pupils when the latter is learning to read at increased levels of complexity.

7. share with pupils what you are reading. Bring the content down to the understanding level of pupils. I believe that even Plato's The Republic can be told to pupils in a manner whereby pupils attach meaning to the content.

8. use sustained silent reading to show that you the teacher also like to read. The entire class together with the teacher are reading during the time devoted to sustained silent reading. The reading teacher then is a model for pupils in the classroom.

9. read orally to pupils during story time so that pupils can enjoy quality literature in a relaxed manner. Look at pupils as the reading is being done. For young children, it is good to show the related illustrations in the library book as you read orally to them.

10. indicate your interest in the welfare of each pupil. This is more necessary than ever before when many children come from single parent homes and/or divorce appears to be minimizing the stability of family life. Be aware of child abuse of individual pupils. Pupils are young and vulnerable due to their age and lack of experience. The teacher can definitely be a stabilizing force here (Ediger, 1997).

References

Burns, Paul C., et al (1996), Teaching Reading in Today's Elementary Schools. Boston: Houghton Mifflin, 47.

Dennis, Geraldine, and Eileen Walter (1995), "The Effects of Repeated Read-Alouds on Story Comprehension as Assessed Through Story Retellings," Reading Improvement, 32 (3),140-149.

Ediger, Marlow (1997), Teaching Reading and the Language Arts in the Elementary School. Kirksville, Missouri: Simpson Publishing Company, 54-55.

Ediger, Marlow (1995). Philosophy in Curriculum Development. Kirksville, Missouri: Simpson Publishing Company, 87-88.

Ediger, Marlow (1997). "Examining the Merits of Old Order Amish Education. Education. 117 (3). 339-343.

Gammas, Warren, and Neil Nordquist, "Expanding Learning Opportunities Through On-Line Technology." Bulletin of the National Association of Secondary School Principals. 81 (592). 19-20.

Templeton, Shane (1995). Children's Literacy. Boston: Houghton Mifflin Company, 158-159.